

Fairfield Middle

728 US Highway 321 By Pass South
Winnsboro, South Carolina 29180

Grades 7-8 Middle School

Enrollment 529 Students

Principal Tammy F. Martin 803-635-4270

Superintendent Dr. Clarence Willie 803-635-4607

Board Chair Mr. Robert Drake 803-635-3936

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 0 | 2 | 16 | 35 |

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 11 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Unsatisfactory | Unsatisfactory | No |
| 2004 | Unsatisfactory | Unsatisfactory | No |
| 2005 | Unsatisfactory | Below Average | No |
| 2006 | Unsatisfactory | Below Average | No |

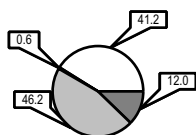
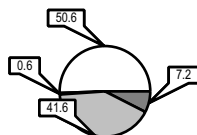
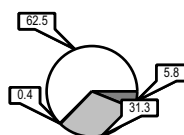
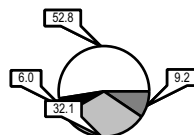
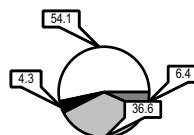
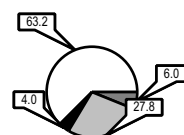
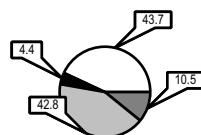
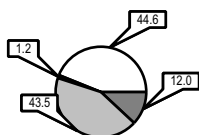
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

END OF COURSE TESTS

Percent of students scoring 70 or above on:

| | Our School | Middle Schools with Students Like Ours |
|--|-------------------|---|
| Algebra 1/Math for the Technologies 2 | 100.0 | 93.3 |
| English 1 | 100.0 | 86.1 |
| Biology 1/Applied Biology 2 | N/A | 44.3 |
| Physical Science | N/A | 28.7 |
| All Subjects | 100.0 | 86.8 |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 521 | 94.2 | 40.7 | 46.2 | 12.4 | 0.6 | 21.1 | No | Yes |
| Gender | | | | | | | | | |
| Male | 253 | 91.7 | 49.8 | 42.6 | 7.6 | 0.0 | 13.9 | N/A | N/A |
| Female | 268 | 96.6 | 32.7 | 49.4 | 16.7 | 1.2 | 27.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 69 | 97.1 | 24.2 | 56.5 | 17.7 | 1.6 | 33.9 | No | Yes |
| African American | 445 | 93.7 | 43.3 | 44.8 | 11.3 | 0.5 | 18.7 | No | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 443 | 100.0 | 35.7 | 49.9 | 13.8 | 0.7 | 23.3 | N/A | N/A |
| Disabled | 78 | 61.5 | 88.9 | 11.1 | 0.0 | 0.0 | 0.0 | I/S | No |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 521 | 94.2 | 40.7 | 46.2 | 12.4 | 0.6 | 21.1 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 515 | 94.2 | 40.8 | 46.2 | 12.4 | 0.6 | 20.9 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 418 | 93.1 | 43.7 | 45.3 | 10.5 | 0.5 | 18.6 | No | Yes |
| Full-pay meals | 103 | 99.0 | 28.3 | 50.0 | 20.7 | 1.1 | 31.5 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 521 | 94.2 | 49.4 | 42.8 | 7.2 | 0.6 | 13.5 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 253 | 91.7 | 48.4 | 44.8 | 6.3 | 0.4 | 13.5 | N/A | N/A |
| Female | 268 | 96.6 | 50.2 | 41.0 | 8.0 | 0.8 | 13.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 69 | 97.1 | 32.3 | 43.5 | 21.0 | 3.2 | 30.6 | No | Yes |
| African American | 445 | 93.7 | 52.5 | 42.1 | 5.2 | 0.2 | 10.8 | Yes | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 443 | 100.0 | 45.5 | 45.9 | 7.9 | 0.7 | 14.9 | N/A | N/A |
| Disabled | 78 | 61.5 | 86.7 | 13.3 | 0.0 | 0.0 | 0.0 | I/S | No |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 521 | 94.2 | 49.4 | 42.8 | 7.2 | 0.6 | 13.5 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 515 | 94.2 | 49.8 | 42.3 | 7.3 | 0.6 | 13.5 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 418 | 93.1 | 51.3 | 42.1 | 6.0 | 0.5 | 11.8 | No | Yes |
| Full-pay meals | 103 | 99.0 | 41.3 | 45.7 | 12.0 | 1.1 | 20.7 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 521 | 97.1 | 62.5 | 31.3 | 5.8 | 0.4 | 6.2 |
| Gender | | | | | | | |
| Male | 253 | 95.7 | 63.4 | 29.6 | 6.6 | 0.4 | 7.0 |
| Female | 268 | 98.5 | 61.8 | 32.8 | 5.0 | 0.4 | 5.4 |
| Racial/Ethnic Group | | | | | | | |
| White | 69 | 98.6 | 45.3 | 34.4 | 20.3 | 0.0 | 20.3 |
| African American | 445 | 96.9 | 65.7 | 30.3 | 3.5 | 0.5 | 3.9 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 443 | 100.0 | 57.3 | 35.4 | 6.8 | 0.5 | 7.2 |
| Disabled | 78 | 80.8 | 93.2 | 6.8 | 0.0 | 0.0 | 0.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 521 | 97.1 | 62.5 | 31.3 | 5.8 | 0.4 | 6.2 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 515 | 97.1 | 62.9 | 30.8 | 5.8 | 0.4 | 6.3 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 418 | 96.4 | 65.6 | 29.8 | 4.1 | 0.5 | 4.6 |
| Full-pay meals | 103 | 100.0 | 48.9 | 38.0 | 13.0 | 0.0 | 13.0 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 521 | 97.1 | 52.8 | 32.1 | 9.2 | 6.0 | 15.1 |
| Gender | | | | | | | |
| Male | 253 | 95.7 | 53.9 | 32.9 | 6.2 | 7.0 | 13.2 |
| Female | 268 | 98.5 | 51.7 | 31.3 | 12.0 | 5.0 | 17.0 |
| Racial/Ethnic Group | | | | | | | |
| White | 69 | 98.6 | 35.9 | 35.9 | 14.1 | 14.1 | 28.1 |
| African American | 445 | 96.9 | 56.0 | 31.5 | 8.1 | 4.4 | 12.5 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 443 | 100.0 | 46.4 | 35.9 | 10.7 | 7.0 | 17.7 |
| Disabled | 78 | 80.8 | 90.4 | 9.6 | 0.0 | 0.0 | 0.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 521 | 97.1 | 52.8 | 32.1 | 9.2 | 6.0 | 15.1 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 515 | 97.1 | 53.4 | 31.9 | 8.9 | 5.8 | 14.7 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 418 | 96.4 | 56.6 | 32.2 | 8.0 | 3.2 | 11.2 |
| Full-pay meals | 103 | 100.0 | 35.9 | 31.5 | 14.1 | 18.5 | 32.6 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | 260 | 99.2 | 51.2 | 41.1 | 7.7 | 0.0 | 7.7 |
| | 8 | 301 | 97.7 | 47.4 | 38.9 | 11.9 | 1.8 | 13.7 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | 271 | 94.5 | 44.0 | 44.8 | 11.3 | 0.0 | 11.3 |
| | 8 | 250 | 94.0 | 37.2 | 47.8 | 13.7 | 1.3 | 15.0 |
| Mathematics | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | 260 | 98.9 | 54.4 | 31.5 | 11.7 | 2.4 | 14.1 |
| | 8 | 299 | 98.3 | 63.5 | 29.5 | 5.6 | 1.4 | 7.0 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | 271 | 94.5 | 48.0 | 40.7 | 10.1 | 1.2 | 11.3 |
| | 8 | 250 | 94.0 | 50.9 | 45.1 | 4.0 | 0.0 | 4.0 |
| Science | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | 260 | 99.2 | 64.3 | 31.3 | 4.4 | 0.0 | 4.4 |
| | 8 | 298 | 99.0 | 63.6 | 26.9 | 4.9 | 4.5 | 9.4 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | 271 | 98.5 | 69.3 | 22.6 | 7.7 | 0.4 | 8.0 |
| | 8 | 250 | 95.6 | 55.2 | 40.7 | 3.7 | 0.4 | 4.1 |
| Social Studies | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | 260 | 98.9 | 57.3 | 34.3 | 6.5 | 2.0 | 8.5 |
| | 8 | 298 | 99.0 | 53.5 | 30.4 | 8.4 | 7.7 | 16.1 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | 271 | 98.5 | 57.9 | 33.0 | 5.4 | 3.8 | 9.2 |
| | 8 | 250 | 95.6 | 47.3 | 31.1 | 13.3 | 8.3 | 21.6 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|-------------------|------------------------------|---|-----------------------------|
| Students (n= 529) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 28.0% | Up from 8.0% | 9.8% | 16.7% |
| Retention rate | 0.6% | Down from 1.2% | 3.2% | 2.5% |
| Attendance rate | 96.8% | Up from 95.8% | 95.6% | 96.0% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 5.6% | Down from 6.2% | 0.4% | 0.9% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 5.6% | Down from 6.2% | 0.4% | 1.0% |
| Eligible for gifted and talented | 17.4% | Down from 17.9% | 9.0% | 15.6% |
| On academic plans | 75.1% | N/AV | 52.9% | 39.9% |
| On academic probation | 44.5% | N/AV | 0.3% | 0.7% |
| With disabilities other than speech | 14.7% | Down from 15.1% | 13.5% | 12.4% |
| Older than usual for grade | 3.2% | No change | 6.7% | 4.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 4.7% | Down from 5.2% | 1.3% | 0.9% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 45) | | | | |
| Teachers with advanced degrees | 33.3% | Down from 43.5% | 52.7% | 52.4% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 3.2% | N/A | 12.7% | 9.1% |
| Teachers with emergency or provisional certificates | 33.3% | Up from 25.0% | 12.6% | 5.6% |
| Teachers returning from previous year | 76.9% | Down from 78.4% | 79.0% | 84.6% |
| Teacher attendance rate | 90.9% | Down from 95.6% | 94.8% | 94.8% |
| Average teacher salary | \$39,340 | Down 2.5% | \$40,606 | \$42,267 |
| Prof. development days/teacher | 13.3 days | Up from 8.3 days | 11.9 days | 11.9 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 2.0 | 3.0 |
| Student-teacher ratio in core subjects | 17.4 to 1 | Down from 18.0 to 1 | 19.4 to 1 | 21.1 to 1 |
| Prime instructional time | 84.2% | Down from 90.1% | 87.9% | 89.0% |
| Dollars spent per pupil* | \$7,655 | Up 16.8% | \$7,029 | \$6,243 |
| Percent of expenditures for teacher salaries* | 56.6% | Down from 63.8% | 57.7% | 59.8% |
| Percent of expenditures for instruction* | 66.6% | | 64.0% | 65.2% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 91.2% | Down from 99.0% | 96.4% | 97.4% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Average | Up from Below Average | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 5.7% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fairfield Middle School's motto for the 2005-2006 school year was "One Team! One Vision! Failure is STILL not an option." Our school is committed to ensuring that it develops responsible students who are academically and socially prepared for high school and post-secondary education. Students experience rigorous academic, athletic, and related arts programs in an effort to engage all learners and positively impact student achievement. Highly qualified teachers use the team concept to provide a nurturing structure that facilitates the students' transition to middle school. In spite of the challenges that remain, we have several noteworthy accomplishments.

We implemented the Making Middle Grades Work initiative for the second year in which we focused on the best practices for impacting student achievement. We improved our Report Card Improvement rating to Below Average. In addition, for the second year in a row, we had 100% of Algebra I and English I students pass the End-of-Course Test in 2006.

Our attendance rate was 95.8%, the median rate for middle schools. We had students participate and earn special recognition in the Regional Science Fair and district Spelling Bee. With our focused improvement plan, we initiated a SACK the PACT Tournament and Stop Everything and Write. Focus groups were also provided to support underperforming students in their specific areas of weakness. With the focus on academics, the number of discipline referrals was significantly reduced by revising our school and classroom management plans.

We instituted a Principal's Student Advisory Committee and integrated Promethean Board Technology in all classes. Vertical articulation sessions were held with the high school and extensive professional development was offered based on teacher and student needs. An expanded incentive program was implemented to encourage school success and students were able to participate in more field trips to include Washington D.C. and the aquarium.

Fortunately, we were able to add a full-time social worker and have a 1 to 275 counselor-to-student ratio. Parent and community partnerships also promoted a cohesiveness that supported student achievement. An auction and Spring Bling were supported by our School Improvement Council, PTO, and local businesses in an effort to reward students for exemplary academic achievement.

Overall, we have had a wonderful year. We would like to see more parental involvement in helping us to reach our goals; however, student achievement remains the top priority of Fairfield Middle School.

Tammy F. Martin, Principal
Shyrl Brown, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 39 | 180 | 76 |
| Percent satisfied with learning environment | 76.9% | 79.4% | 78.1% |
| Percent satisfied with social and physical environment | 89.7% | 82.8% | 76.0% |
| Percent satisfied with school-home relations | 54.1% | 89.4% | 75.0% |

*Only students at the highest middle school grade level at this school and their parents were included.